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ABSTRACT

Staff from DuSable High School in Chicago, Illinois, collaborated with Malcolm X College and three area hospitals to develop a medical technician training program focusing on career awareness and development of the basic reading and math skills needed for any career. A 3-year Med Tech curriculum for grades 9, 10, and 11 and a career awareness program for grades 7 and 8 were developed and approved by the project advisory board. The new tech prep program is expected to serve 150 high school students initially and 240 students by the third year. Also included in the program is a practicum component in which 11th grade students will receive training at a participating hospital. The program component intended for students in grades 7 and 8 is an informal after-school program that will operate under the structural umbrella of the DuSable Cluster and that is designed to strengthen ties between DuSable High School and its feeder elementary schools. The project's development and design phases have been completed successfully, and procedures are in place to further elaborate and refine the program during its implementation phase. (Lists of human and material resources are included along with project publicity and public relations materials.) (MN)

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DUSABLE HIGH SCHOOL
4934 South Wabash Avenue
Chicago, Illinois 60615
Mr. Charles E. Mingo, Principal

TECH PREP FINAL REPORT

MED-TECH PROGRAM

JUNE 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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"INCREASING OPPORTUNITIES FOR CAREERS IN HEALTH OCCUPATIONS"

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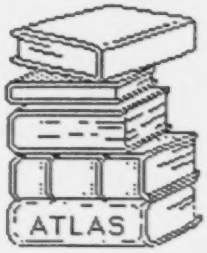
FINAL REPORT ABSTRACT

PART 1.



PART I
Final Report Abstract

Over the past six months, the DuSable High School has been working in collaboration with Malcolm X College and three area hospitals to develop a medical technician training program for interested students. The program is designed to meet the needs of all involved. It will provide the hospitals with a group of qualified job applicants. It will provide the college with students who are interested and knowledgeable in their area of study. It will allow students to actively explore a career interest while they improve their basic academic skills. Most important, it will link employers in a growth industry with a population seriously in need of jobs and provide the students the education they need to take advantage of near-by employment opportunities.

The Medical Technician Training Program has as its primary goal the preparation of interested high school students so that they can take advantage of easily accessible career opportunities in the growing allied health field. To this end, the program focuses on career awareness and the provision of fundamental skills necessary for any career. Secondary goals include a positive impact on the students' desire to stay in high school and to continue their education for appropriate additional training.

The Medical Technician Training Program is designed to work with children from the seventh grade through the first two years of college. It will gradually introduce the students in greater and greater detail and job specificity to the possibilities and opportunities available, while ensuring the acquisition of the basic reading and math skills needed for any career.

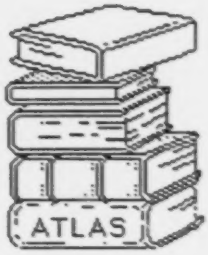
An advisory board has met bimonthly to work with the DuSable team of teachers, administrators, and project consultant that has been developing the core curriculum. The consortium is comprised of industry representatives from the three participating hospitals; deans from Malcolm X and the Illinois Institute of Technology; community representatives from local churches, the Boys and Girls Club, the local school council; a representative from Chicago United; and one from the Chicago Cluster Initiative.

In June 1992, the advisory board approved for adoption the curriculum developed for the 9th, 10th, and 11th grades, as well as the programming for the 7th and 8th graders. High School students are already enrolled in the program at each of the three grade levels and will start the program in September 1992 The students will follow a prescribed curriculum in which all requirements and expectations are clearly stated. Both parents and students are aware of these requirements. In the first year, the program will serve approximately 150 high school students: 60 freshmen, 60 sophomores, and 30 juniors. By the third year, the number will increase to 60 students per grade level for a total of 240 high school students.

The informal nature of the 7th and 8th grade component allows for easy flow in and out, with no set number needed. It will be an after school program that operates under the structural umbrella of the DuSable Cluster, a program with the goal of strengthening the tie between the High School and the feeder elementary schools.

MAJOR ACCOMPLISHMENTS AND SIGNIFICANT FINDINGS OF THE MED-TECH PROGRAM

Part 2.



PART 2
Major Accomplishments and Findings

1. Established an on-site team to coordinate and oversee the planning of the Med. Tech. Training Program.

2. Established a diverse advisory board to oversee the development and planning of the program design, curriculum development, and implementation. It is comprised of all major constituency groups, including
   - hospital representatives
   - higher education representatives
   - business representatives
   - community representatives
   - high school administrators, teachers, counselors
   - consultant

3. Articulated the design for the entire Med Tech Training Program, encompassing 7th grade through the first two years of college.

4. Designed comprehensive curriculum for Med Tech I, II, and III (the 9th, 10th, and 11th grades). Collaboration was required across all the academic disciplines, though the major focus was on the science and math fields, with the existing medical assistants course, and with hospital representatives and college consultation.

5. Designed a job awareness program for 7th and 8th graders attending the feeder elementary schools. The program depends upon the collaboration of the elementary schools, the high school, the Chicago Cluster Initiative, and various business representatives.

6. Designed a practicum program for the 11th grade students in collaboration with the hospitals.

7. Established initial contacts for the community outreach prenatal health care aspect of the program.

8. Conceived a competency-based, skills-oriented student evaluation tool to be compiled in a student portfolio.

9. Articulation agreement with Malcolm X to assure the necessary collaboration and relationship for the continuing development of the program.

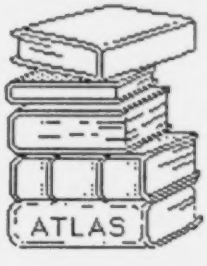
10. In collaboration with the Academic Support Center at Malcolm X, the structuring of intensive remedial instruction to assure that all 11th graders are able to read and have math competencies at grade level.

11. Established the necessary contacts with the health industry and the community to assure that the jobs and other outcomes benefit the community.

12. Identification and recruitment of a total of 150 students for Med Tech I, II, and III (grades 9, 10, and 11). In addition, end of year introductory meetings for students and parents at each grade level were held to welcome students to the program and to answer any questions.

EVALUATION AND IMPACT

Part 3.



PART 3
Evaluation and Impact

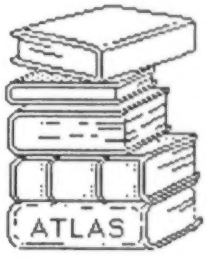
The past six months have been spent in program planning and development. It is thus too early to evaluate the impact on student achievement. However, the process involved in participatory planning and collaboration has had a positive impact on the teachers as they think about what they can accomplish in their courses. New emphasis has been given to the practical applications of academic skills so that students are aware of the utility of what is being taught for their future employment. Similarly, the health education teacher is more aware of the ways in which her course can provide added importance to the subjects being taught throughout the curriculum. The stronger integration of the academic with the vocational courses should provide the students with a more coherent and consistent educational experience.

The collaboration with the health care representatives has similarly widened teachers' concerns as they structure their courses. Teachers understand that the material and skills taught must be learned at a level of proficiency that meets the needs and expectations of the employers. Courses are being redesigned to ensure that skills are learned at the competency level required. Throughout this has meant a renewed emphasis on the fundamental reading, math, and thinking skills. Such attention has led to a general strengthening of the program.

We consider it a major accomplishment that for the first time in many years, elementary, high school, and college teachers and staff came together with community and industry representatives to design an effective program for high school students. The effectiveness of the process has give all parties a greater insight into the needs of our students in relation to the expectations of the community and of the employers within the allied health field.

RESOURCE LISTING
HUMAN AND MATERIAL RESOURCES

Part 4.



Med-Tech

PART 4
Resource Listing

MATERIAL RESOURCES

Instructional Materials

Health Occupations text and instructor's manual
Fundamentals of Medical Assisting, student workbooks and instructors manual
Resume Processor and Letterworks
VHS - "Would I Work with Me?"
Health Services (Vocational Skills Writing)
Tech-Prep Competency Manager
Pagemaker Software
Word Perfect
First Forms
Urine Exam/Analysis Biokit
Drug Analysis Kit
Human Biology Chart
Heart Coronary Bypasses Charts
Spinal Cord Charts
Urinary Apparatus
Internal Organs Study Chart
Oral Clinical Thermometers
Aneroid Sphgmomanometer
Teaching Stethoscopes
ABO-RH Blood Typing Kit
Blood Smear Kit
Blood Typing (Saliva Kit)
Blood Clotting Experiments
Light Pollution and the Eye
Noise Pollution Module
Classroom Scale

Med-Tech Supplies

Vertical files - 4-drawer letter
Two-step hang rails
Lock mechanisms
Slide/bind transparent report covers
Hanging file binders
Insertable indexes
Champion clasp envelopes
Certificate seals
PressApply labels
Red border labels
Diskettes
Diskette Storage Trays
Computer printout paper
Marks A Lot markers
Punchodex ultimatiac
Lazer paper-xerographics
Portfolios - proview

Med-Tech Equipment

Toshiba Computer T2200SX
MAAC II CI 5/80
Radius Color Pivot
Color Pivot Card
Apple Extended Keyboard
HP III with Postscript
Furallon Connectors

HUMAN RESOURCES

Paid Participants

Karen Guberman, Project Consultant
- overseeing overall project design and development
- liaison with health care, business, and college representatives
- development of practicums, field trips, speakers
- develop budget for first year of implementation
- writing reports
- grant writing
- advisory board member

Ann West, Chair of DuSable High School Science Department
- design and development of the Med Tech curriculum, grades 9, 10, 11
- design of 11th grade volunteer practicum
- design of student evaluation methods
- design staff in-service needs
- design 7th and 8th grade program
- advisory board member

Odis Richardson, DuSable High School Resource Coordinator
- develop support for the Med Tech program within the cluster schools community
- facilitate planning activities within the high school
- point person within the high school
- assist with publicity within the high school
- assist with reports and grant writing
- assist with budget for the first year of implementation
- advisory board member

Vanessa Brown, DuSable High School medical assisting teacher
- assist with the design and development of the Med Tech curriculum, grades 9, 10, 11
- assist with the design of the 11th grade volunteer practicum
- assist design of student evaluation methods
- assist design 7th and 8th grade program
- advisory board member

Charles Jozaitis, DuSable High School math teacher
- assisted with development of the curriculum
- advisory board member

Paid Participants, continued

Phillip Perry, DuSable High School math teacher
assisted with development of the curriculum
advisory board member

Lela Milton, DuSable High School math teacher
assisted with development of the curriculum
advisory board member

Linda Carter, DuSable High School biology teacher
assisted with development of the curriculum
advisory board member

Sabrina Watts, typist
assisted with typing as needed

Mildred Williams, DuSable High School secretary
assisted with typing as needed

Unpaid Participants

Allan G. Charles, Chief of Obstetrics and Gynecology, Humana/Michael Reese Hospital
advisory board member
conceptualization of the community outreach component of the 12th grade program
facilitate the development of the practicums

Michael J. Koetting, Vice President for Program Evaluation, The University of Chicago Hospitals
advisory board member
facilitate the development of the practicums

Robert Kohl, Cook County Hospital
advisory board member
facilitate the development of the practicums

Peter Johnson, Dean of Undergraduate Student Affairs, Illinois Institute of Technology
advisory board member

Richard Tworek, Dean of the Health Sciences Institute, Malcolm X College
advisory board member
facilitate articulation between the high school and the college
facilitate strong working relationship with the Academic Support Center

Sandra Watson, Director of Employment and Training, Chicago United
advisory board member
facilitate relationship with Rush Presbyterian-St. Lukes Hospital
facilitate relationships with the business community

Unpaid Participants, continued

Marsh Phelps, Tech Prep Coordinator, Illinois State Board of Education
advisory board member
advice and support as particular issues and difficulties arose

Greg Darnieder, Executive Director, The Chicago Cluster Initiative
advisory board member
assist the development of the 7th and 8th grade program

Dolores Chestnut, Coordinator, Medical Lab Tech Program, Cook County Hospital
facilitate practicum at hospital
advisory board member

Vernita Irvin, Med Tech Coordinator, Malcolm X College
advisory board member
facilitate coordination of programs between the high school and the college
consultation of curriculum development

Charles Brown, Assistant Director, Boys and Girls Club
advisory board member

A. Patterson Jackson, minister, Liberty Missionary Baptist Church
advisory board member

Herbert B. Martin, minister, Progressive Community Church
advisory board member

Mary L. Jones, President, Local School Council
advisory board member

Charles Mingo, Principal of DuSable High School
advisory board member
facilitate the design and development of the program within the high school

Jacquelyn McCord, DuSable High School, social studies teacher
advisory board member

Edna Hart, DuSable High School, sociology teacher
advisory board member

Donald Manning, Counselor, DuSable High School
advisory board member
assisted with the recruitment of students

Susan Phillips, Vice President, Government and Public Affairs, The University of Chicago Hospitals
facilitate relationship with the hospital in developing the practicums and arranging site visits

Nancy Frazier, Director of Volunteer Services, The University of Chicago Hospitals
facilitate the development of the volunteer practicum for the 11th graders at the hospital

Unpaid Participants, continued

Linda Coronado, Director of Volunteer Services, Cook County Hospitals
facilitate the development of the volunteer practicum for the 11th graders at the hospital

Barbara O'Neil, Cook County Hospital
facilitate the development of the volunteer practicum for the 11th graders at the hospital
facilitate site visits

Joe Layng, Director, Academic Support Center, Malcolm X College
testing of DuSable students
development of in-service for DuSable teachers and staff
facilitate use of Center for remediation of Med Tech III students

Darryl Moore, Educational Consultant, Interfaith Organizing Project
facilitated the in-service on direct instruction for DuSable teachers and staff

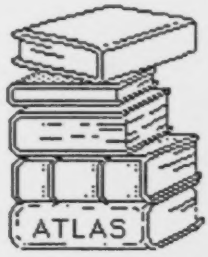
Paula Wolff, former executive director, The Chicago Cluster Initiative
assisted with the conceptualization of the initial program planning design
assisted with the composition of the advisory board

Lolita Green, Curriculum Advisor, DuSable High School
assisted with the in-service training

M. Dejoie, Counselor, DuSable High School
assisted with the recruitment of students

PROBLEMS AND OBSTACLES

Part 5.



PART 5
Problems

1. Development of the 12th grade curriculum has been postponed until the 1992-1993 academic year. The decision was made in conjunction with the advisory board not to worry about developing the 12th grade curriculum now. The consensus was that 12th grade was too late in a student's academic career to begin this program since we would be unable to guarantee the level of competencies required after just one year. It was then agreed that the 12th grade curriculum could better be planned after some experience with the 9th - 11th grade curriculums.

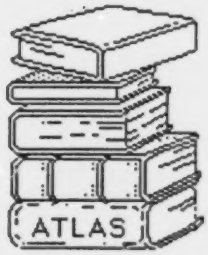
2. Development of the 12th grade community health care outreach program to pregnant teenagers has been postponed until the 1992-1993 academic year. This decision was made in conjunction with the advisory board as part of the decision to delay the development of the 12th-grade program design.

3. Collaboration between elementary and high school staff members did not occur with the frequency initially envisioned. Alternate ways of developing the 7th and 8th grade program were utilized for the first year. As the program is implemented, we intend to carefully consider other ways of encouraging this type of collaboration.

4. Publicizing of the Med Tech Program was not as extensive or as well-planned as initially envisioned. This did not hinder us this year in terms of recruitment of students. However, as we develop the 12th grade outreach program, community understanding and support of the entire program will be much more important. Over the course of the coming year, we will have to put more energy and effort into this and better utilize the community representatives on the advisory board to help us.

CONCLUSIONS AND RECOMMENDATIONS

Part 6.



Med-Tech

PART 6
Conclusions and Recommendations

During this six-month planning period, the DuSable Med Tech Planning Team has successfully completed the development and design of the program for grades 7 - 11. We are ready for implementation in September and look forward to the development of the 12th grade program and to further elaboration and refinement of the existing program as we see how it actually works.

The planning process has been valuable for all involved. Teachers and administrators have a better understanding of what minimal skill levels and in what subject areas the health care providers need to have their workers trained. They also have greater awareness of some of the resources that exist that can help ensure that students attain those skill levels. They are excited about a program that combines academic skills and interests with job-related skills and interests. The hospital representatives have a greater appreciation of how their needs and the needs of the community can be met to mutual advantage. The college representatives are pleased with the prospect of having students well-prepared to enter their programs. Students are excited about the prospect of becoming well prepared for real jobs in a field with ample career opportunity and being able to do so within a reasonable time frame (i.e., two years after high school).

Recommendations:

1. On-going collaboration with the medical centers for the further development of the practicums with the idea of developing a mentoring aspect to them, as well as allowing for the development of new program development.

2. Increased articulation with both the feeder elementary schools and the colleges to ensure that the students entering the high school program are well-prepared for it, lessening the need for remediation, and that the high school graduates are well-prepared for the college programs.

3. Eventual expansion of the 7th and 8th grade program down into the lower elementary grades.

4. Increased publicity and awareness activities for parents and community members regarding the expected outcomes of the program.

5. Hire a full-time program director who will work directly under the principal.

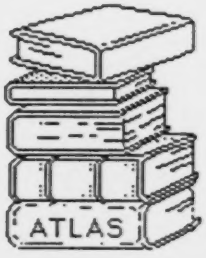
6. Begin a scholarship program for students who elect to continue in college their training within the health field.

7. See if the planning process could be used to strengthen existing programs in other areas of the school.

8. See if similarly designed programs could be developed for other professions or career options not already represented in the school.

PUBLICITY AND PUBLIC RELATIONS

Part 7.



PART 7
Publicity

Visits

David Kearns, U.S. Department of Education
Ted Kimbrough, Supt. of Chicago Public Schools
Marsha Phelps, Tech Prep Coordinator, Illinois State Board of Education
Richard Tworek, Dean of the Health Science Institute, Malcolm X
Peter Johnson, Dean of Undergraduate Student Affairs, Illinois Institute of Technology
Michael Koetting, Vice President for Program Evaluation, The University of Chicago Hospitals
Greg Darnieder, Executive Director, Chicago Cluster Initiative
Martin Koldyke, Founder, The Golden Apple Foundation
Deborah Foster-Bonner, Allstate Insurance-DuSable Mentoring Program
Marilyn Stephens, Executive Director, Citizens Schools Committee
Ted Oppenhiemer, Oppenheimer Family Foundation
Allan Charles, Chief of Obstetrics and Gynecology, Humana/Michael Reese Hospital
Sandra Watson, Director of Employment and Training, Chicago United
Joe Layng, Director, Academic Support Center, Malcolm X College
Vernita Irvin, Med Tech Program Coordinator, Malcolm X College
Dolores Chestnut, Medical Lab Tech Program, Cook County Hospital
Darryl Moore, Educational Consultant, Interfaith Organizing Project
Jerry Ohare, Illinois State Board of Education
Ed Palmer, Illinois State Board of Education
Owen Belman, Chicago Cluster Initiative
Jerry Bull, Chicago Cluster Initiative

DuSable High School

TEACHERS, STAFF, PARENTS, AND STUDENTS

David T. Kearns

Deputy Secretary of Education
United States Department of Education

Will visit DuSable High School

Friday, March 13, 1992

He and other dignitaries will be in the building from 9:30AM until 12Noon
To visit our Cluster Program, Med-Tech Program, and other Innovations!

I expect that he will receive the usual outstanding DuSable hospitality in every classroom and throughout the building.

Thank you for your cooperation.

Mr. Charles E. Mingo, Principal

MED-TECH PROGRAM

DuSable High School

This course is designed to prepare students who are interested in careers in the health care field. Students will also qualify for advanced study or entry level employment in this field upon high school graduation.

Requirements

1. Admission to program

9th grade - Algebra / Biology / Med.Tech I

(Health Explorations)

10th grade - Geometry/Chemistry/Med Tech II

(Discovery & Observation)

11th grade - Physics / Alg.Trig / Clinical Exper

(Skills Development and Experience)

12th grade - Adv. Math/A.P. Bio./Practicum MT

(Specialization and Work-study)

2. Development of Portfolio & other certificate requirements

Mr. Charles E. Mingo, Principal
Mrs. Vanessa Brown, RN

Mrs. Anne West, Teacher Cordinator
Mr. Donald Manning, Counselor

DUSABLE HIGH SCHOOL *MR.CHARLES E. MINGO,Principal*

DUSABLE PANTHERS

ADMISSION REQUIREMENTS FOR SEPT.92

1. Applicants should complete an application.
2. Applicants must graduate from 8th grade.
3. Applicants should be motivated to learn and develop academically.
4. Applicants are encouraged primarily at the freshman level.
5. Transfer applicants must have an acceptable academic and decorum record.

PANTHER SPORTS-Something for everyone! DuSable High School offers a well- rounded sports and athletic program. We offer the following classes and activities for girls:

Basketball	Track & Field
Softball	Swimming
Volleyball	Coed Gym
Cheerleading	Modern Dance

and for the Boys we offer:

Football	Basketball
Weight lifting	Body Building
Track & Field	Volleyball
Swimming	Baseball
Coed Gym	Dance

All students are allowed to participte in these activities if they maintain a satisfactory academic average in their school work.

DuSable Curriculum # 1

The State of Illinois requires 20 academic credits for graduation from high school. DuSable's curriculum provides all of the courses to meet these requirements and also to meet the high standards for getting into college.

The courses required by the state are:

English 1	English Literature
World Literature	American Literature
Algebra	Geometry
Biology	Chemistry
Social Studies	Physics
U.S. History	World History
Art/Drafting	Music/Band

Gym/ROTC 4yrs. Computer Workshop

5 Electives -(Your Choice)

At DuSable, we offer a host of other courses to assure your success after high school:

1. Medical Assistants Program
2. Work-Study Programs
3. Principal's Scholars Program
4. Special Education Programs
5. Food Service Catering Program
6. TV/Video Production Course
7. Radio Station (WDHS)
8. ROTC Rifle Range
9. Body Building/Weight Room
10. Studio Art/Advanced Drawing
11. Foreign Languages 4 years
12. Marching & Concert Band
13. Horticulture/Botanical Garden
14. Exotic Bird & Animal Sanctuary
15. Multi-curricular Computer Labs

and many other exciting programs designed just for you.

DUSABLE HIGH SCHOOL
INCLUSIVE SCHOOLS PROJECT

RE: Classroom visits by Inclusive Schools Director (Mrs. Vinnie Hall)

The following classrooms have been selected for an observation / visit from the Inclusive Schools Director. The visit will take place on Tuesday January 21, 1992. The project is designed to insure special education student's inclusion in all school programs, projects, and activities: Including the Med-Tech Program, Home Economics-Catering, Drafting, ROTC, and Horticulture

2nd. Period	-Educable Mentally Handicapped	- Mrs. S. Wills	Rm	266
3rd. Period	- Moderate Learning Disabilities	- Mrs. B. Brubach	Rm	127
4th. Period	-Guidance/ Learning Disabilities	- Ms. R. Boykin	Rm	261
7th. Period	-Moderate Learning Disabilities	- Mr. M. Fijolek	Rm	227

We appreciate your cooperation. Thank you.

Yours truly,

Odis G. Richardson

Odis Gene Richardson
Inclusion Schools Project Coordinator / Contact Person

APPROVAL

Charles E. Mingo

Charles E. Mingo, Principal

Ava Seidel, Chairperson
Special Education Department